



Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children’s interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children’s needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	INSET: Monday				National Poetry Day	Beginning of BHM Learning Plan Meetings Blaise Castle Trip	World Food Day Learning Plan Meetings	Parent Evenings
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus <a href="#">Click here for more information</a>	Article 24: All children have the right to safe water to drink and nutritious food.							
Main Enquiry Questions	<i>Learn Together and DT: “I wonder where my food comes from?”. History: “How is now different to when our parents or grandparents were little?”</i>							
Learn Together, including RE	SETTLING IN TO YEAR 1	Demonstrate an appreciation of the benefits of sharing food while interacting with others. Demonstrate an appreciation of how the anticipation of a meal can enhance the overall experience.	Discuss the benefits of eating slowly and mindfully for positive mental and physical health.	Articulate why it is important not to waste food and how to minimise food waste.	Investigate how different cultures and traditions have their own culinary styles and approaches to food e.g. use of spices, use of chopsticks etc.	Explore how food can be used to mark special occasions including occasions associated with beliefs.		
PSHE	SETTLING IN TO YEAR 1		Discuss what it means to be healthy and why it is important.				Understand about what a balanced diet is. Discuss the benefits of physical activity and how it keeps people healthy. Discuss the different types of play including balancing indoor, outdoor and screen-based play.	Understand about people who can help them to stay healthy such as parents, doctors, nurses, dentists, lunch supervisors etc.
Focus Text	Dear Greenpeace							



Phase and key objectives	SETTLING IN TO YEAR 1	Building writing stamina: caption writing (independent)	Phase 1: To explore our key text – Dear Greenpeace. To use full stops and capital letters to demarcate sentences.	Phase 2: Write grammatically accurate, simple sentences.	Phase 3: To write a letter to Greenpeace about a favourite animal.  (Writing to Entertain)	Phase 1: Exploring fact files – what are they for? To use full stops and capital letters to demarcate sentences.	Phase 2: Write grammatically accurate, simple sentences. Write sequences of linked sentences to form short texts	Phase 3: To complete a factfile about their favourite animal  (Writing to Inform)
Main Grammatical Focus	Use full stops and capital letters to demarcate sentences. Write grammatically accurate, simple sentences. Write sequences of linked sentences to form short texts (Week 4/5 onwards).							
Phonics/Spelling	SETTLING IN TO YEAR 1 – Phonics assessments	Review Phase 3 GPCs Ai ee igh Oa oo ar Or ur oo Ow oi ear  Tricky words: the, to, into, I, no, go	Air er /z/ s -es Words with two or more digraphs e.g. queen, thicker  Tricky words: of, he, she, we, me, be	Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 with long vowels  Tricky words: was, you, they, all, are	Begin Phase 5 /ai/ ay play /ow/ ou cloud /oi/ toy /ee/ ea each  Tricky words: my, by, pure, sure, said, have	Review longer words  Tricky words: like, so, do, some, come, love	Consolidation of new phase 5 sounds  Tricky words (week 7): were, there, little, one, when  Tricky words (week 8): out, what, says, here, today	
Home Learning Support	For more information on the focus of the steps, <a href="#">please click here.</a> <a href="#">Spelling Shed Home Use (For weekly spellings including interactive games)</a>							
Main handwriting Focus	<i>Warm Up Activities</i>	<i>Warm Up Activities</i>	Letter families: Long Ladder Letters (i, l, t, u, j, y)	Letter families: Curly Caterpillar Letters (a, c, f, e, s, g)	Letter families: One-armed Robots letters (b, h, k, m, p, r)	Letter families: Zig-zag letters (v, w, x, z)	Consolidation and re-cap of any 'tricky' letters (based on children).	
Home Support	<a href="#">Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.</a>							
Main reading focus	Fluency, expression and comprehension covered weekly during guided reading (phase dependent on phonics assessments)							
Mathematics <i>For more information on the focus of the steps, <a href="#">please click here.</a></i>	SETTLING IN TO YEAR 1	<i>Place Value within 10</i> - Sort objects - Count objects - Count objects from a larger group	<i>Place Value within 10</i> - Represent objects - Recognise numbers as words - Count on from any number	<i>Place Value within 10</i> - I more - Count backwards from 10 - I less	<i>Place Value within 10</i> - Compare groups by matching - Fewer, more, same - Less than, greater than, equal to	<i>Place Value within 10</i> - Compare number - Order objects and numbers - Introducing number lines	<i>Addition and Subtraction within 10</i> - Introduce parts and wholes - Part-part-whole model - Write number sentences	<i>Addition and Subtraction within 10</i> - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within 10
Number Facts Focus	SETTLING INTO YEAR 1	Subitising 1-5		Subitising 6-10		Subitising on Tens Frames		
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. <a href="#">Early Years</a> <a href="#">Year 1</a> <a href="#">Year 2</a> <a href="#">Year 3</a> <a href="#">Year 4</a> <a href="#">Year 5</a> <a href="#">Year 6</a> <a href="#">Free Downloadable Workbooks for Year 1 – 6</a> <a href="#">TTRS for Key Stage 2</a> <a href="#">1 Minute Maths App for all year groups</a> <a href="#">Numbersense Home Learning Overviews (Year 1, Year 2 &amp; Year 3 Autumn Term)</a>							
Science	SETTLING IN TO YEAR 1	Introduce enquiry question: I wonder how my favourite animal is different to other animals?	Identify and name a variety of common animals: fish and amphibians	Identify and name a variety of common animals: mammals and reptiles	Identify and name a variety of common animals: birds	Can you research some facts about your favourite animal? (iPads?)	Observe changes across the four seasons, describe weather and day length - AUTUMN	Observe changes across the four seasons, describe weather and day length - AUTUMN



History	SETTLING IN TO YEAR 1	Exploring different types of houses. Know that present is something happening now.	Homes in the past – what is different? Past is something that has already happened. Language: decade(s)	Know and compare technology in houses now and in the past e.g. washing machines/tumble dryers Outdoor toilets Coal fires/central heating	What are toys like now? Can you describe them? What materials are they made of? How do they work?	Compare toys past and present (Blaise Castle Toy Workshop). Are the materials/colours different? Function – mechanical to electronic	Making a timeline: When did the toys change? Can we put them in order from oldest to newest?	Toy comparisons: Choose two toys (past and present) Can you tell me about the differences between them? (Video or captions).
Design and Technology	SETTLING IN TO YEAR 1	Exploring a range of products with levers and sliders – what is it? Who is it for? What is it for? Introduce vocabulary: lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in, out.	Demonstrate a simple lever/slider in a book  How does the slider/lever move? Which part is the pivot?  Chn to attempt making a simple lever or slider	Designing:  Who will your product be for? What is its purpose? Will you use a lever or slider?  Generate a design criteria	Making mock-ups:  Chn to attempt to build their design: Is there anything that needs to be adapted? Is there anything you'd like to add? Does it meet your purpose and audience?	Making sliders and levers  Discuss finishing techniques e.g. paint, pens, collage etc  Discuss order to make mechanism	Evaluation of sliders and levers:  What went well? Was there anything that was challenging? Would you do anything differently next time?	Preparing fruit and vegetables – making a fruit salad  Hygiene – washing hands before handling food Who is it for? What do we need to check first (allergies/preferences etc)?
Computing	SETTLING IN TO YEAR 1	Technology in our Classroom	Using Technology	Developing Mouse Skills	Using a computer keyboard	Developing keyboard skills	Using a computer responsibly	Can you make a poster on the laptop to promote using technology safely?
Music	Singing: Remembering Simple Songs -	Singing: Remembering Simple Songs -	Singing Remembering Simple Songs – counting in	Singing Remembering Simple Songs – following visual cues (louder and quieter)	Singing Remembering Simple Songs – following visual cues (louder and quieter)	Listening – experiencing recorded music. How did it make you feel?	Listening – comparing and contrasting different music genres	Singing and Remebering Songs – counting in and following visual cues
Physical Education	Fundamentals Gymnastics <a href="#">For a breakdown of objectives, see our website</a>							